

PENDERGRASS FAIRWOLD SCHOOL

5935 Token St.
Columbia, S. C. 29203

GRADES K-12 Middle School

ENROLLMENT 38 Students

PRINCIPAL Patricia W. Brown 803-735-3435

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

N/A

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	N/A	N/A	No

DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

75.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	2	100.0	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	100.0	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A
	Grade 8	3	66.7	N/A	N/A	N/A	N/A

Mathematics							
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A
	Grade 8	1	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	2	50.0	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	100.0	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A
	Grade 8	3	66.7	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 38)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	0.0%	14.6%
Retention rate	36.4%	Down from 40.7%	5.7%	3.0%
Attendance rate	90.6%	Up from 85.0%	96.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		7.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		6.6%	5.3%
Eligible for gifted and talented	0.0%	No change	3.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	72.7%	Up from 72.2%	14.8%	13.9%
Older than usual for grade	47.4%	Up from 45.8%	8.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 16)				
Teachers with advanced degrees	68.8%	Up from 53.3%	56.0%	48.7%
Continuing contract teachers	75.0%	Down from 93.3%	73.7%	81.7%
Highly qualified teachers**	88.9%	N/A	84.6%	90.4%
Teachers with emergency or provisional certificates	0.0%		19.0%	5.3%
Teachers returning from previous year	83.3%	Up from 79.6%	83.3%	85.1%
Teacher attendance rate	94.2%	Down from 94.3%	94.5%	94.8%
Average teacher salary	\$47,005	Up 2.1%	\$40,703	\$40,566
Prof. development days/teacher	9.1 days	Up from 5.0 days	13.2 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.3
Student-teacher ratio in core subjects	4.8 to 1	Down from 6.5 to 1	16.4 to 1	21.3 to 1
Prime instructional time	84.5%	Up from 79.0%	89.0%	89.3%
Dollars spent per pupil*	\$40,979	Up 27.4%	\$9,783	\$5,821
Percent of expenditures for teacher salaries*	54.9%	Down from 58.9%	60.0%	61.8%
Opportunities in the arts	Good	No change	Fair	Good
Parents attending conferences	99.0%	No change	75.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.3%		92.0%	
Highly qualified teachers in high poverty schools**	90.3%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass Fairwold is a center-based facility for pre-school special education students and medically fragile profound and trainable mentally disabled students. We also house a vocational program for special education self-contained students not yet 21, whose parents request additional IDEA services

Our student focus for the year has been adapting state standards for our trainable and profound population so that they will have the skills and experiences needed to successfully meet the challenges of the PACT-Alt (Palmetto Achievement Challenge Test Alternative model), the HSAP-Alt (High School Alternative Assessment Program) and successfully complete IEP (Individual Education Program) goals. During the 2003-2004 school year, 79% of all Fairwold students mastered 70% or more of their IEP goals. Our staff development focus has been improving our use of communication devices so that our students learn and utilize communication systems that allow them to successfully express their needs and wants.

The school's continued goal for instruction and staff development is to refine teaching strategies so that students have the types of successful learning experiences that will help them lead a life as independent and as rewarding as possible.

Patricia W. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	0	3
Percent satisfied with learning environment	75.0%	N/R	I/S
Percent satisfied with social and physical environment	75.0%	N/R	I/S
Percent satisfied with home-school relations	66.7%	N/R	I/S

*Only students at the highest middle school grade level at this school and their parents were included.